

Ohio State Board of Education
Plans — 1917

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03A58
1917



PLANS

OF

State Board of Education

OF THE

STATE OF OHIO

As Adopted in 1917



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OHIO STATE BOARD OF EDUCATION

(Appointed by the Governor)

<i>President</i> , DEAN ALFRED VIVIAN, College of Agriculture, Ohio State University	Columbus
<i>Secretary</i> , F. B. PEARSON, Superintendent of Public Instruction.....	Columbus
DR. J. M. WITHROW, 22 W. 7th St.....	Cincinnati
MRS. KENT W. HUGHES, 1231 Lakewood.....	Lima
W. H. WINANS, Madison and W. 117th St. Employment Manager, National Carbon Co.	Cleveland
W. S. EDMUND, Superintendent of Schools.....	Sandusky
HON. S. J. McCUNE, Merchant	Brilliant

Dr. J. M. WITHROW resigned in April, 1918, and Dr. R. J. CONDON, Superintendent of City Schools, Cincinnati, was appointed as his successor.

VOCATIONAL EDUCATION IN THE STATE OF OHIO.

To the Federal Board for Vocational Education:

The State Board of Education of the State of Ohio hereby submits to you (I) the facts about the acceptance of the Smith-Hughes act by the State of Ohio and (II-V) the plans of this Board for the administration of the act in this state.

I. *Acceptance of the Act.*

a. The benefits of the Smith-Hughes act were accepted by the General Assembly of Ohio in an act which has been incorporated into the General Code of Ohio as sections 367-1 to 367-7.

b. Section 367-7 of this act designates the state treasurer as custodian of all funds received from the United States treasury under the terms of the Smith-Hughes act.

c. The said act of the General Assembly accepts the provisions of the Smith-Hughes act by its title, and specifically accepts the benefits of funds appropriated in sections 2, 3 and 4 of the Smith-Hughes act.

II. *General Plans for Administration.*

a. 1. Said act of the General Assembly creates a State Board of Education and clothes that Board with "all necessary authority to cooperate with the federal board for vocational education * * * in the administration of the funds provided by the federal government." The authority of this Board is confined to the forms of education aided by the Smith-Hughes act, so this Board is a board for vocational education.

2. Composition of the board: By law six persons appointed by the Governor, with the Superintendent of Public Instruction as an ex-officio member and secretary.

3. The State Board of Education has designated its secretary (the Superintendent of Public Instruction) as its executive officer; he is to be held responsible to the State Board of Education for administrative duties pertaining to all matters which are under the jurisdiction of this Board.

4. The policy of the State Board of Education when funds are available will be to designate a vocational director who shall have general charge of all departments of vocational education within the jurisdiction of the State Board of Educa-

tion and who shall be responsible to the State Board of Education through its executive officer.

b. *Supervision of Agricultural Education:* For the present fiscal year part of the time of one professor or of two professors of agricultural education in the College of Agriculture of Ohio State University will be utilized by the State Board of Education for the direction and supervision of the teaching of agriculture under federal aid. As much of the time of such man or men as is devoted to this purpose will be spent entirely at the direction of the State Board of Education. A written agreement containing such provisions as are suggested in Memo. C, Sec. I: X, issued by the Federal Board for Vocational Education, will be secured from Ohio State University by the State Board of Education. The ultimate policy of the Board to be realized when funds are available will be to secure full-time supervisors independent of any institution.

c. *Supervision of Education for Trades and Industries:* The State Board of Education will designate a competent supervisor of industrial education. Because of the form of the Ohio laws and appropriations such official must be named by the Superintendent of Public Instruction. The Superintendent of Public Instruction is, however, also secretary and executive officer of the State Board of Education. The Superintendent of Public Instruction agrees also (1) to make the appointment subject to the confirmation of the State Board of Education and (2) to formally assign to the State Board of Education the services of the supervisor of industrial education.

d. *Supervision of Home Economics Education:* The ultimate plan will be to designate a supervisor of home economics education. For the present year, however, this work will be assigned to the supervisor of industrial education. Home economics education is fairly well developed in this state and there are relatively many competent home economics teachers; it is not believed that much work will be subject to aid this year, except in evening classes.

III. *Plans for Agricultural Education.*

a. General conditions.

1. Must be in schools or classes under public supervision or control.
2. Must have for its controlling purpose to fit for useful employment on the farm.
3. Must be of less than college grade.
4. Is designed for persons over fourteen years of

age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home.

5. Every dollar of federal funds used for agricultural education and for the training of teachers of agriculture under the Smith-Hughes act will be matched by a dollar of state or local money or both.

6. All of the money mentioned under III, a, 5, (just above) of these plans is to be expended only (a) if appropriated under section 2 of the Smith-Hughes act or used to match such appropriation, for the salaries of teachers and of supervisors or directors of agriculture; (b) if appropriated under section 4 of the Smith-Hughes act or used to match such appropriation, for the maintenance of teacher-training for teachers, supervisors and directors of agriculture; but no portion of this money is to be used directly or indirectly for the purchase, erection, preservation or repair of any building or buildings or equipment, or for the purchase or rental of lands, or for the support of any religious or privately owned or conducted school or college.

b. See II, b — (Page 4). Under the plan there stated part of the time of the man or men utilized as supervisors of agriculture would be used for that purpose and part of the time for teacher-training. The State Board of Education plans to pay half of the salaries of these men for the time actually spent in teacher-training under the plans stated in k below from the federal funds and half from the funds appropriated by the state. Such an arrangement will be covered by contract.

c. Kinds of schools:

1. Agricultural schools of approximately high school grade.

2. Agricultural departments of high schools.

3. Agricultural departments of secondary schools conducted by the state normal schools.

4. In any one of the above named agricultural schools or departments short term courses at the school may be established to meet the needs of workers.

5. Part-time schools and evening classes may be established in connection with schools of any one of the preceding types for the purpose of giving instruction to those not enrolled in full-time classes.

d. Plant and equipment: The local school authorities are to furnish the building, the equipment and the utensils necessary to carry out the work planned. The State Board of Education

has prepared a minimum equipment list that will be required for these schools. In addition to the usual equipment of school rooms and science laboratories for non-vocational courses agricultural apparatus and equipment to a value of at least \$250 will be required. The State Board of Education will require such equipment as is necessary to do satisfactory work.

c. Minimum for maintenance:

1. The local school authorities are to furnish means to keep the equipment up to its initial efficiency, to add new equipment, to provide the upkeep on all buildings used, to provide salaries of the non-vocational teachers and such part of the salaries of vocational teachers as is required in the plan for reimbursement.

2. At least one qualified teacher of agriculture must be employed for the twelve months in the year, but may be granted a vacation of not to exceed four weeks at any time when his supervision of the pupils is least needed.

3. Other teachers must be employed by the local board of education of sufficient number and quality to maintain high standards of work in all respects.

f. Courses of study:

1. Approximately one-third of the time of the students in full-time day schools will be given to non-vocational subjects, one-sixth to science related to agriculture, and one-half to class-room study of agriculture and practical work, including project work. This project work will be carried on in connection with the work in school. The vocational agriculture courses will be of less than college grade in reality more than in name; the simpler principles will be taught, and the work will be adapted to the community. No federal money will be used for the teaching of non-vocational subjects or sciences related to agriculture.

2. The courses of study for part-time or evening classes will be planned to meet local needs.

g. Methods of instruction: The instruction will be carried on partly in the class-room, partly in the laboratory, by visits to farms in the community and by practical projects. In all of the instruction in agriculture emphasis will be placed on the practical ends of the work.

h. Qualifications of teachers: Each teacher of agriculture toward whose salary federal aid is paid must be a graduate of a four-year course in a standard agricultural college approved by the State Board of Education and must have had two years

of practical experience on the farm since reaching the age of fourteen. An approved agricultural college must require agricultural subjects and related science to the extent of at least fifty per cent of the curriculum. The State Board of Education reserves the right, however, to recognize a teacher who has an equivalent education. By law no one can hereafter secure a high school certificate or special certificate in agriculture valid outside of a city district who has not had at least 10 hours ($1/3$ year) of work in professional educational subjects, nor after 1919, one-half year.

i. Qualifications of supervisors or directors: The same as for teachers, with the additional requirement of at least two years of teaching experience after graduating from college.

j. Supervised practical work: At least six months of supervised practical work in agriculture will be maintained each year and will constitute a part of the courses of study. This work will be for the most part project work conducted on the home farms. The project work will aim at definite conclusions applicable to real working conditions. The teachers of agriculture will supervise this practical work during the period that the school is not in session. Forms of record applicable to much of this work will be prescribed.

k. Plans for training teachers: The work of training a teacher of agriculture is of such a nature that at the present time only the College of Agriculture of Ohio State University can in this state accomplish it in its entirety.

1. The training of teachers of agriculture shall be under the supervision of the State Board of Education.

2. The teacher-training for the preparation of teachers of vocational agriculture shall be given only to those who have had an experience of two years on the farm after reaching the age of fourteen. Only those who have completed a first grade (four-year) high school curriculum will be admitted to the curriculum designed to train teachers of agriculture.

3. The teacher-training curriculum will be of four years in length and will include:

(a) Scientific agricultural work to at least forty per cent. This will include agricultural chemistry, soils, agricultural engineering, animal husbandry, dairying, entomology, farm crops, horticulture, and rural economics.

(b) Related science work such as zoology, botany, chemistry, mathematics, physics and geology.

(c) English, economics, etc.

(d) Professional work in education approximately including:

- I. Educational psychology, 3 semester hours.
- II. Vocational agricultural education, 3 semester hours.
- III. Principles of teaching, 3 semester hours.
- IV. School administration, 2 semester hours.
- V. Rural sociology, 3 semester hours.
- VI. Practice teaching and observation of teaching, 4 semester hours.

4. The State Board of Education purposes using the agricultural departments of one or more rural or village high schools for practice teaching in agriculture. Such schools will qualify in all respects for federal aid for agricultural education under section 2 of the Smith-Hughes Law. Aid will be extended to these schools partly under that section. Besides, as their carefully selected teachers of agriculture will act as critic teachers in the teacher-training work of the University and State Board of Education, their salaries will be paid in part from the funds for the maintenance of teacher-training (the amount taken from federal funds being matched with state funds). It is understood that a detailed statement of this arrangement will be submitted to the Federal Board for Vocational Education.

5. Graduates of the curriculum for teacher-training supervised by the State Board of Education must complete 136 semester hours of work as roughly outlined in 3 above.

6. Those who satisfactorily complete the curriculum above outlined will be granted state provisional certificates in agriculture. After 24 months of successful teaching on such certificates they will be granted life certificates.

1. Method of reimbursement:

1. Under section 2 of the Smith-Hughes Law —

(a) Relatively few schools will be encouraged to try to qualify this year and the endeavor will be to make them as good as possible and models for schools to be later brought under the State Board of Education.

(b) This fiscal year possibly as high as 100 per cent of the salaries of qualified full-time agricultural teachers in such schools may be paid by the State Board of Education, 50 per cent of this coming from federal funds and 50 per cent from the state funds appropriated to match them.

(c) The reimbursement in the next fiscal year (1918-1919) will be for not over 80 per cent (40 per cent from federal funds) of salaries not under \$1,200 or over \$1,800 for full-time service. If salaries higher than \$1,800 are paid the reimbursement will be the same amount as for \$1,800 salaries.

(d) Payment will be in the form of reimbursement for expenditures already incurred to such schools as have been approved by the State Board of Education under the plans approved by the Federal Board for Vocational Education.

2. Under section 4 of the Smith-Hughes Law —

(a) Probably not more than 25 or 30 per cent, certainly not over 60 per cent, of the funds appropriated for teacher-training will be used for the training of teachers of agriculture.

IV. *Plans for Education for Trades and Industries.*

a. General conditions:

1. Must be in schools or classes under public supervision or control.

2. Must have for its controlling purpose to fit for useful employment in trades and industrial occupations.

3. Must be of less than college grade.

4. Is designed to meet the needs of persons over 14 years of age who have entered upon or who are preparing to enter upon employment in trades and industries.

5. Every dollar of federal funds used for education for trades and industrial occupations and for the training of teachers of the trades and industrial occupations under the Smith-Hughes Law will be matched by a dollar of state or local money or both.

6. All of the money mentioned under IV, a, 5, of these plans is to be expended only

(a) If appropriated under section 3 of the Smith-Hughes Law or used to match such appropriation, for the salaries of teachers of trades and industrial subjects, which will include shop work and related technical subjects such as shop mathematics, shop drawing and applied science.

(b) If appropriated under section 4 of the Smith-Hughes Law or used to match such appropriation, for the maintenance of teacher-training for teachers of trades and industrial subjects; but such maintenance is not to include items prohibited under section 17 of the Smith-Hughes Law.

b. Division of funds:

1. The Ohio State Board of Education will endeavor to make use of more than one-third of the funds appropriated for this state under section 3 of the Smith-Hughes Law for part-time schools and classes; the act provides that at least one-third must be so used, if used at all.

2. Not over 20 per cent of the federal funds appropriated for this state under said section 3 can be used for home economics education. The Ohio State Board of Education will use less than that amount for that purpose.

c. Kinds of Schools:

1. Day schools not on the cooperative plan. The following restrictions apply to such schools:

(a) They must have a term at least nine months in length.

(b) The instruction must be for not less than 30 hours per week.

(c) One-half of the time must be devoted to practical work on a useful or productive basis.

(d) Plant and equipment: The local school authorities are to furnish the building and equipment necessary to carry out the work planned. The amount and value of equipment needed varies according to the trades taught and the completeness with which they are taught. The equipment for teaching each trade must include what is adequate to carry on a definite trade-preparatory curriculum. The value of such equipment will ordinarily amount to from \$1,500 to \$5,000 for each trade or industrial occupation which employs power machinery or other large equipment.

(e) Minimum for maintenance: (1) The local school authorities are to keep the equipment efficient and up to all standards established by the State Board of Education for the particular work to be done, they are to provide the upkeep on all buildings used, the materials required in the vocational work, the salaries of non-vocational teachers, and such part of the salaries of vocational teachers as is required in the plan for reimbursement. (2) The amount to be paid for salaries of vocational teachers depends upon the scope of the instruction.

(f) Course of study: (1) Curriculums shall be planned to meet the needs of the local community in respect to education for trades and industrial occupations, but upon occasion the work may be adapted to meet emergency needs of wider scope. (2) At least one-half of the time must

be devoted to practical work on a productive or commercial basis. (3) The curriculum must include technical work related to the practical manipulative work. This will usually occupy about 25 per cent of the school day. (4) Each curriculum for the training of workers in a particular trade or industrial occupation must be approved by the State Board of Education.

(g) **Methods of Instruction:** The instruction will include practical work or shop work carried on under standards as nearly like those in a commercial establishment for the given industry as is practicable in a school shop. This will usually involve the production and distribution of a product in something like commercial quantities. Much of this product, such as furniture, plumbing and lighting installations, printing, book-binding and apparatus parts, can be utilized in the schools of the given district. The technical work will be related as closely as possible to the practical work, gaining its motive and drawing its illustrations therefrom, and in many cases functioning again in the practical work.

(h) Teachers of trades and industrial subjects will be required to hold special certificates for the particular work which they are teaching. These certificates will be issued by city boards of examiners, county boards of examiners, the State Superintendent of Public Instruction and the State Board of School Examiners under the rules of the State Board of Education. (The present laws of Ohio place such restrictions on county boards of examiners, which govern the certification of teachers in places of under 5,000 population, as will make it almost impossible to get candidates for such certificates; the Legislature will be asked to enact a section giving county boards of examiners power to cooperate with the State Board of Education in carrying out the special rules for certificating such teachers; under existing laws the State Board of Education can control certification of such teachers through the other agencies mentioned.) These rules will provide:

(1) A certificate special in trade technical subjects, to be issued to one who has completed an approved curriculum in a college of engineering or junior college of engineering or an approved technical course, other than a short unit course, in such an institution as the Carnegie Institute of Technology, Armour Institute of Technology, Dunwoody Institute, Drexel

Institute or Stout Institute, and who has passed such an examination in the theory and practice of teaching and in technical subjects or who has fulfilled such conditions as to training as the given certifying body with the consent of the State Board of Education may prescribe.

(2) A certificate special for teaching a given trade, which shall carry authority also to teach related shop mathematics and drawing, to be issued to a person who has completed at least five years of experience in the given trade or a related trade and who has passed such an examination, oral or written, as the State Board of Education may prescribe.

(i) Modifications of above plans which will be permitted in cities and towns of less than 25,000 population:

(1) The schools in these cities and towns must prepare for useful employment in the trades and industries, but are not required to be so distinctly trade preparatory schools for particular industrial occupations as those in cities of greater population.

(2) The hours of instruction per week may be reduced to 25 in particular schools if deemed advisable after the conditions in the given schools have been considered by the State Board of Education.

(j) Method of reimbursement:

(1) Few schools will be encouraged to try to qualify this year and the endeavor will be to establish high standards in the trade and industrial work that is undertaken.

(2) This fiscal year possibly as high as 100 per cent of the salaries of qualified full-time technical and trade teachers in such schools may be paid by the State Board of Education, 50 per cent of this coming from federal funds and 50 per cent from the state funds appropriated to match them.

(3) The reimbursement in the next fiscal year (1918-1919) will be for not over 80 per cent (40 per cent from federal funds) of salaries not under \$900 or over \$1,800 for services the full time the school is in session. If salaries above \$1,800 be paid the reimbursement will be the same amount as for \$1,800 salaries.

(4) Payment of the salaries of part-time teachers in day schools will be aided pro rata on the above basis for the portion of the school day or school term they are employed.

(5) Payment will be in the form of reimbursement for expenditures already incurred to such schools as have been approved by the State Board of Education under the plans approved by the Federal Board for Vocational Education.

1-a. Day schools on the cooperative plan: The distinction made in Memo C, Sec. III:II, issued by the Federal Board for Vocational Education is accepted as to the classification of such schools. The following restrictions apply to such schools as under that definition are to be considered all-day schools.

(a) They must have a term at least nine months in length.

(b) The instruction must be for not less than 30 hours per week.

(c) One-half of the time must be devoted to practical work on a useful or productive basis.

(d) Plant and equipment: (1) The local school authorities are to furnish the building or rooms necessary to carry out the instruction at the school and to provide such equipment as may be needed to supplement the experience gained in the cooperating shops. (2) Opportunity must be afforded in the cooperating shops to use machines or equipment in some proper sequence.

(e) Minimum for maintenance: (1) The local school authorities are to keep the equipment at the school efficient; they are to provide the upkeep on the school buildings or school rooms used, the salaries of non-vocational teachers, and such part of the salaries of vocational teachers at the school and in the shops as is required in the plan for reimbursement. (2) The equipment in the shops must be maintained at such a standard and must be devoted to the school's purposes to such an extent as to facilitate work of a high grade. (3) The school must maintain vocational teachers at the shops who will have charge of the students, their activities and their instruction all of the time they are working in the shops. (4) The amount to be paid for salaries for vocational teachers depends upon the scope of the instruction.

(f) Course of Study. Same as IV, c, 1, (f) — (page 10)

(g) Methods of instruction: The instruction will include shop work carried on largely in commercial shops, but directed by vocational teachers of the school. The various trade processes will be mastered systematically. The technical work taught will be related closely to the practical work.

(h) Certification. Same as IV, c, 1, (h) — (Page 11)

(i) No lower standards for work in schools of this kind are established for cities and towns of population less than 25,000.

(j) Method of Reimbursement. Same as IV, c, 1,

(j) — (page 12)

2. Part-time instruction:

(a) Part-time schools and classes must give instruction for not less than 144 hours per year.

(b) The purpose of the instruction will be to increase the industrial ability, vocational intelligence or civic intelligence of workers over fourteen years of age who have entered upon employment.

(c) Such schools or classes may be of any one of the following types:

(I) Trade extension schools and classes, designed primarily to increase the capability of workers in the trades or industrial occupations in which they are employed. These in turn may be either

(1) Schools which approach in curriculum and hours those described in IV, c, 1a, — (page 13) — but which differ from them in the control over the student while in the shop, or

(2) Classes held for only a few hours per week.

(II) Trade preparatory classes, designed primarily for workers under eighteen years of age who desire to change to a more promising industrial employment.

(III) General part-time classes designed to increase the vocational or civic intelligence of workers over fourteen and under eighteen years of age.

(IV) Mixed part-time classes, part of the instruction hours of which shall be devoted to the instruction and subject to the standards applying to type (I), (2) and part to those of type (III) — (pages 14 and 15.)

(d) Plant and equipment:

(I) For schools of type (I), (1), the same as IV, c, 1a, (d) — (page 13.)

(II) For other part-time schools and classes the rooms and equipment including shop equipment may either be provided by the local school authorities themselves or secured by them from employers. The State Board of Education will determine in each case whether the facilities offered are adequate for the particular purpose.

(e) Minimum for maintenance:

(I) For schools of type I, (1): the same as IV, c, 1a, (e), — (page 13) — with the omission of (3).

It is proposed that coördinators who spend their time in part in teaching shop work or related work in the schools and in part in directing work in the shops and in seeing that the students are properly assigned and that neither the work of the shop nor that of the student is interrupted shall be regarded as full-time teachers and that aid shall be given on their salaries the same as on the salaries of full-time teachers.

(II) For schools and classes of the types described in IV, c, 2, (c), (I), (2), and IV, c, 2, (c), (II). — (page 15): (1) Local school authorities or manufacturers acting for them shall supply proper upkeep on suitable rooms, and sufficient illustrative and working material. (2) Local school authorities are to pay such part of the salaries of the teachers (who will be vocational teachers) as is required in the plan of reimbursement. (3) The amount to be paid for the salaries of teachers will depend upon the amount of time they devote to the work, but it can be expected to amount to \$108 or more for a minimum course of 144 hours.

(III) For classes of the type described in IV, c, 2, (c), (III) — (page 14): (1) The local school authorities or manufacturers acting for them shall supply suitable rooms. (2) The local school authorities are to supply suitable equipment and such parts of the salaries of the teachers as is required in the plan for reimbursement. (3) The amount to be paid for the salaries of teachers will be somewhat greater than that paid for a like amount of work in an ordinary day school.

(f) Courses of study: The types of part-time

schools as above enumerated are largely differentiated by their courses of study. The courses in schools of the first type enumerated (see page 14) will be similar to those of all-day schools on the cooperative plan. The courses in classes of the second type provide training in subjects supplementary to the work done by the students in the industry. The courses in the classes of the third type are designed to teach elements of trades. The courses in classes of the fourth type may include such subjects as elementary English, history, civics, economics, arithmetic and hygiene.

(g) Methods of instruction: The aim is to adapt the instruction to groups of individuals who have had similar experience and who have similar needs. The State Board of Education will require adequate organization and supervision of the work, preferably by a local vocational director.

(h) The provisions of IV, c, 1, (h)—(pages 11 and 12) — apply also to teachers in part-time schools. For the special purpose of certificating teachers in part-time schools the rules herein mentioned will also provide —

(3) A certificate special for part-time classes, valid to teach the non-vocational work in such classes, to be issued to one who has all qualifications for a regular elementary or high school teacher's certificate, and who in addition proves such a knowledge of the needs of young workers and of the means of imparting instruction to them as may be required by the State Board of Education.

(i) Method of reimbursement:

(1) Possibly as high as 100 per cent of the salaries of qualified teachers in such schools which are newly established may be paid by the State Board of Education, 50 per cent of this coming from federal funds and 50 per cent from the state funds appropriated to match them.

(2) The reimbursement for schools not newly established will not be over 80 per cent (40 per cent from federal funds) of the salaries of the teachers.

(3) Payment will be in the form of reimbursement for expenditures already incurred to such schools as have been approved by the State Board of Education under the plans approved by the Federal Board for Vocational Education.

Evening schools and classes: The following restrictions apply to such schools and classes:

- (a) Pupils to be over sixteen years of age.
- (b) Instruction to be confined to that which is supplemental to the daily employment.

(c) Plant and equipment: The local school authorities are to furnish the building and equipment necessary to carry out the work planned. The equipment necessary will vary greatly with the particular undertakings. It may not always include shop equipment.

(d) Minimum for maintenance: The local school authorities will furnish such part of the salaries of teachers as is required in the plan for reimbursement, and all other service necessary to facilitate the work.

(e) Courses of study: (1) Much of the evening school work will be short course work designed to meet special needs of experienced workers in industry. (2) The instruction will in many cases be organized into well-rounded curriculums which, by supplementing the daily employment, improve the standing of the workers in particular industries.

(f) Methods of instruction: The instruction is to take workers in the stage of preparation in which they are found and instruct them in matters supplementary to their experience in their callings. This involves the problem of finding a teacher for a group rather than a group for a teacher. It also involves the problem of constructing short units into a curriculum rather than placing classes in a ready-made curriculum. The State Board of Education will require adequate supervision of the work, preferably by a local vocational director.

(g) Certification. Same as IV, c, 1, (h) — (pages 11, 12).

(h) Method of reimbursement:

(1) Possibly as high as 100 per cent of the salaries of qualified teachers in such schools which are newly established may be paid by the State Board of Education, 50 per cent of this coming from federal funds and 50 per cent from the state funds appropriated to match them.

(2) The reimbursement for schools not newly established will not be over 80 per cent (40 per cent from federal funds) of the salaries of the teachers.

(3) Payment will be in the form of reimbursement for expenditures already incurred to such schools as have been approved by the State Board of Education under the plans approved by the Federal Board for Vocational Education.

d. Plans for training teachers:

1. The training of teachers will be under the supervision of the State Board of Education.

2. Ratio of expenditure for each of the three fields of teacher-training: For the present fiscal year not all of the money appropriated for the purpose will be spent. Possibly 20 per cent of the total amount for the training of teachers will be used for the training of home economics teachers, 25 per cent for the training of teachers of agriculture, and 30 per cent for the training of teachers of trades and industrial subjects. Next year the State Board of Education plans to use for the training of home economics teachers about 20 per cent of the total amount appropriated for the training of teachers; for the training of teachers of agriculture, 25 or 30 per cent and for the training of teachers of trades and industrial subjects, 50 or 55 per cent.

3. Proportion of appropriation to be spent for forms of maintenance other than teachers' salaries: This will include (a) Expense incurred in discovering and selecting suitable teachers of shop work. (b) Traveling expense of a director or directors of teacher-training and of itinerant teachers. (c) The salary of a director of teacher-training. (d) Certain small expenses for printing and distributing instructions. The total of these four items will not be allowed to exceed 15 per cent of the amount appropriated for the maintenance of teacher-training.

4. Training of teachers through institutions: It is proposed to conduct this work through the staffs of teachers attached to institutions in the large cities of the state. The work will be promoted and unified by a properly qualified director of teacher-training to be designated by the State Board of Education.

(a). Teachers of shop subjects: (1) Such institutions of more than high school grade supported entirely by public funds as can properly provide such courses and as in the judgment of the State Board of Education would sufficiently promote the cause of vocational education by so doing will train teachers of trades and industrial education especially on the pedagogical side. (2) Only those who

have had the five years of experience provided in IV, c, (h), (2), — (page 12) — will be admitted to such courses. Admission will also be confined to those who give promise, because of personal qualities, earlier education, etc., of being useful as teachers. (3) The institution of regular curriculums for this purpose is not at present proposed. Instead single courses such as the following will be offered and the director of teacher-training will see that the proper work is assigned to the individual:

(I) English for shop teachers.

(II) Industrial design, mathematics and science needed to supplement their trade experience.

(III) Professional subjects such as history of industrial education, vocational education, educational psychology, class and shop management, administration of industrial education, principles of teaching and observation and practice teaching.

(IV) Opportunities to supplement their trade experience by learning through practical work other processes of their trades.

(4) This work will be done largely in evening classes and in part by itinerant teachers, who will, however, be instructors in the coöperating institutions for higher education. (5) The program of studies will be suited to the individual. To one who completes the program of studies of not less than 18 semester hours suited to his needs a certificate of proficiency as teacher of the trade subject will be granted. These persons were required to have the five years of experience in a trade in order to take this work.

(6) Relation to certification:

(I) Those who secure certificates of proficiency provided in (5) will be granted certificates provided in IV, c, (h), (2)—(page 12)—valid for one year. If they have had a successful experience of at least two years in teaching the work they will be granted certificates valid for three years.

(II) High school graduates who secure certificates of proficiency provided in (5) and who are especially recommended by the director of teacher-training will be granted state four-year provisional certificates for teaching the trade. After one teaches 24 months on such a certificate he is granted a life certificate. (A slight change in the Ohio statutes will be

necessary to carry this into effect; the consummation of the plan in respect to state provisional and life certificates is therefore contingent upon securing the necessary legislation.)

(7) It will be possible to begin this work in a short time.

(b) Teachers of technical subjects: The curriculum outlined in (d) below will train such teachers. However, not a sufficient number of teachers will be supplied through that agency. The plan here stated applies to the preparation of those who are not prepared through those curriculums. (1) The staffs of teachers who train shop teachers in pedagogical subjects will be used also to train technical teachers. (2) Only those who have already acquired two years of training, 50 per cent of which was technical work related to particular industries, and who have had at least a year of trade or industrial experience and who have the qualities desired in teachers will be admitted to these classes for training technical teachers. (3) The institution of regular curriculums for this purpose is not at present proposed. Instead single courses such as the following will be offered and the director of teacher-training will see that the proper work is assigned to the individual:

(I) Professional subjects such as history of industrial education, vocational education, educational psychology, class and shop management, administration of industrial education, principles of teaching and observation and practice teaching.

(II) Opportunity to supplement their technical and trade knowledge with such technical or trade knowledge or skill as they need in order to enhance their success in teaching the technical work related to trades and industrial occupations.

(4) This work will be done largely in evening classes and in part by itinerant teachers, who will, however, be instructors in the coöperating institutions for higher education. (5) The program of studies will be suited to the individual. To one who completes the program of studies suited to his needs and which includes not less than 18 semester hours of professional work including practice teaching, a certificate of proficiency as a teacher of technical subjects will be granted. These persons were required to have for entrance to the courses a year of experience in a trade or industrial occupation and two years of training

with 50 per cent technical work. (6) Relation to certification:

(I) Those who secure certificates of proficiency provided in (5) will be granted certificates provided in IV, c, (h), (1),—(page 12)—valid for one year. If they have had a successful experience in teaching the work of at least two years they will be granted certificates valid for three years.

(II) Those who have completed four years of high school work and two years of work in a higher institution and who secure certificates of proficiency provided in (5) and who are especially recommended by the director of teacher-training will be granted state four-year provisional certificates for teaching technical trade subjects. After one teaches 24 months on such a certificate he is granted a life certificate. (A slight change in the Ohio statutes will be necessary to carry this into effect; the consummation of the plan in respect to state provisional and life certificates is therefore contingent upon securing the necessary legislation.)

(7) It will be possible for this work to begin in a short time.

(c) Those teachers of academic subjects who have declared their intent to teach subjects within the meaning of trade, home economics and industrial subjects as defined in section II of the Smith-Hughes Law. The director of teacher-training and the staffs for teacher-training will interest regular teachers of maturity and proven success in taking courses in the meaning and organization of vocational education. It is understood that such teachers will be enrolled in the special classes in the meaning and organization of vocational education designed for teachers of trade and industrial subjects receiving federal funds. This is for the purpose of making them teachers of such subjects in part-time or general continuation schools within the meaning of section II of the Law. This is with the understanding that no new classes are organized separately for this purpose but that such teachers are enrolled in the classes especially designed for teachers of trade and industrial subjects in Smith-Hughes schools or of the grade of Smith-Hughes schools.

It is further understood that no federal moneys are to be used for teacher-training in subject matter of teachers of such subjects as civics and economics, etc., proposing to

teach in either part-time and continuation or day and evening schools under the Smith-Hughes Law. Such teachers will be expected to bring at the time of their application the requisite knowledge of such subject-matter. Federal funds used for the training of such teachers for service in part-time and continuation schools will only be used for their training in professional subjects, such as described above, and for the present this is confined to the classes in the meaning and purpose of vocational education.

(d) Technical teachers in cities of more than 25,000 population and industrial teachers in cities and towns of less than 25,000 population: (1) Such teachers will be trained by such publicly supported and controlled colleges and normal schools in this state as introduce curriculums for the purpose which are satisfactory to the State Board of Education, and have the facilities and equipment necessary for carrying out such curriculums and as the State Board of Education, in its judgment, will be justified in using for this purpose. (2) Entrance requirements: Graduation from a four-year high school or the equivalent. (3) Course of instruction: Such a course should consist of approximately 40 per cent technical work, 10 per cent academic work of a non-vocational character, 25 per cent practical shop work with trade contact and 25 per cent educational subjects.

(4) The completion of 120 semester hours or more of credit will be required for graduation. Trade contact and practical experience will be required in large measure in these courses.

(5) State provisional four-year certificates to teach technical work in vocational schools and to teach vocational work in Smith-Hughes schools in cities and towns of fewer than 25,000 population will be granted to graduates of these curriculums. After 24 months of successful teaching on such certificates, life certificates are granted.

5. Training by itinerant teachers: These teachers will be attached to institutions in the large cities of the state. They will be members of the staffs mentioned in 4 above (page 20).

(a) Number of centers: The State Board of Education will interest as many of the publicly supported institutions in the state as it deems advisable in providing such staffs. These institutions will through these staffs provide centers in their own and near-by cities. This plan will reach all the larger cities in the state.

(b) The teaching done by these men will be largely of evening classes. One of their duties will be to find suitable tradesmen and technically trained men who give promise of usefulness as teachers. The State Board of Education will also use available agencies of publicity for this purpose.

(c) The institution of regular curriculums for this purpose is not at present proposed. Instead single courses such as the following will be offered and the director of teacher-training will see that the proper work is assigned to the individual:

(I) English for shop teachers.

(II) Industrial design, mathematics and science needed to supplement their trade experience.

(III) Professional subjects such as history of industrial education, vocational education, educational psychology, class and shop management, administration of industrial education, principles of teaching and observation and practice teaching.

(d) The teacher-training staffs will have the duty of following the teaching careers of those who have taken some training and of interesting them in further training.

(e) Only those who have had the five years of experience provided in IV, c, (h), (2), — (page 12) — will be admitted to such courses. Admission will also be confined to those who give promise because of personal qualities, earlier education, etc., of being useful as teachers.

6. All of the training outlined above except that in IV, d, 4, (d), — page 22), is designed largely for the improvement of teachers in service. Local school authorities will be asked to offer inducements of increased compensation to those who complete certain special preparation for their work.

7. Method of reimbursement:

(a) The State Board of Education will pay a high percentage (half of it from federal funds and half from state funds appropriated to the State Board of Education) of the salaries of the teachers provided for in IV, d, 4, — (page 18).

(b) The maintenance explained in IV, d, 3, — (page 18) — will be paid by the State Board of Education (one-half from federal and one-half from state funds.)

(c) The State Board of Education will concentrate on the projects for teacher-training in a few institutions,

and the projects which will best furnish an adequate supply of trained teachers for the schools under their control.

V. *Plans for Home Economics Education.*

a. General conditions.

1. Must be in schools or classes under public supervision or control.

2. Must have for its controlling purpose to fit for useful employment.

3. Must be of less than college grade.

4. Must be designed to meet the needs of persons over fourteen years of age.

5. Every dollar of federal funds used for home economics education and for the training of teachers of home economics under the Smith-Hughes Law will be matched by a dollar of state or local money or both.

6. All of the money mentioned under V, a, 5 of these plans is to be expended only

(a) If appropriated under section 3 of the Smith-Hughes Law or used to match such appropriation, for the salaries of teachers of home economics in vocational home economics courses approved by the State Board of Education.

(b) If appropriated under section 4 of the Smith-Hughes Law or used to match such appropriation, for the maintenance of teacher-training for teachers of home economics subjects; but such maintenance is not to include items prohibited under section 17 of the Smith-Hughes Law.

b. Kinds of schools.

1. Day schools. The following restrictions apply to such schools:

(a) They must have a term of at least nine months in length.

(b) The instruction must be for not less than 30 hours per week.

(c) At least one-half of the time the student gives to the work of the school must be devoted to practical work.

(d) Plant and equipment: No school will receive state aid for home economics work which does not have —

(1) A well-appointed room for demonstration work in cooking.

(2) A sewing room with sewing machines.

The minimum value for the equipment for such curriculum shall be \$500 for each center. This is exclusive of buildings and ordinary school furniture and exclusive of that part of the laboratories which is provided, primarily, for other curriculums.

The further equipment for each particular curriculum will depend somewhat upon its content but must include such particular items as the State Board of Education may require for such particular content.

(e) Minimum for maintenance: (1) The local school authorities are to keep the equipment efficient for the particular work to be done, they are to provide the upkeep on all buildings used, the materials required in the work, the salaries of non-vocational teachers, and such part of the salaries of vocational teachers as is provided in the plan for reimbursement. (2) At least one fully qualified teacher of home economics must be employed. It will be the policy of the State Board of Education to arrange in a number of the schools that such teacher shall be employed for twelve months of the year, in order that she may supervise project work during the months that the school is not in session.

(f) Course of study: At least 180 minutes per day must be devoted to practical work, such as the study and practice of cooking, sewing, home making, domestic accounting, household hygiene and practical project work. The remaining 180 minutes of the day may be devoted to non-vocational subjects which along with the vocational subjects will form a well-rounded course of training.

(g) Methods of instruction: The aim will be to make the sciences and drawing taught function in the applied subjects. All studies will be taught with a view to their practical value for the ends for which the curriculums are established. The method of instruction employed will, in general, combine in one class exercise both practical work and essential related instruction involving practical work, which forms of instruction and practice classes will not be dissociated into regular recitations and laboratory periods.

(h) Qualifications of teachers: Graduation from a four-year home economics curriculum in a standard college and credit for not fewer than 12 semester hours of work in professional educational subjects, or an equivalent preparation, and, in addition, practical experience involving a large measure of responsibility in the management of a home for at least twelve months.

(i) Modifications of above plans which will be permitted in cities and towns of less than 25,000 population:

(1) The number of hours of instruction per week may be reduced to 25 — 5 per day.

(2) The other modifications of the arrangement of work in such cities and towns suggested in Memo C, IV, I, are accepted as the policy of this Board.

(j) Method of reimbursement:

(1) Schools will be encouraged to try to qualify only in case they give promise of maintaining high standards of work.

(2) The reimbursement will be for not over 60 per cent (30 per cent from federal funds) of salaries of teachers of the work defined by the Federal Board as home economics instruction.

(3) Payment of the salaries of teachers who teach part time in all-day schools will be aided pro rata on the above basis for the portion of the school day or school term they are employed.

(4) Payment will be in the form of reimbursement for expenditures already incurred to such schools as have been approved by the State Board of Education under the plans approved by the Federal Board for Vocational Education.

2. Part time instruction: (All schools and classes must give instruction for not less than 144 hours per year, and the instruction must be designed to meet the needs of young workers over fourteen years of age).

(a) Extension classes may be established for those engaged in domestic employments.

(b) General continuation classes — for these see parts of IV, c, 2, — (pages 14 and following).

(c) Whatever plant and equipment are necessary must be furnished and kept efficient by or for the local school authorities without federal aid. The equipment will vary from ordinary class-room furnishings to a full complement of general and individual home economics equipment.

(d) Minimum for maintenance:

(1) For extension classes for those engaged in domestic employments: (1) Local school authorities or manufacturers acting for them shall supply proper upkeep on suitable rooms, and sufficient illustrative and working material. (2) Local school authorities are

to pay such part of the salaries of the teachers (who will be vocational teachers) as is required in the plan of reimbursement. (3) The amount to be paid for the salaries of teachers will depend upon the amount of time they devote to the work, but it can be expected to amount to \$108 or more for a minimum course of 144 hours.

(II) For general continuation classes: (1) The local school authorities or manufacturers acting for them shall supply suitable rooms. (2) The local school authorities are to supply suitable equipment and such parts of the salaries of the teachers as is required in the plan for reimbursement. (3) The amount to be paid for the salaries of teachers will be somewhat greater than that paid for a like amount of work in an ordinary day school.

(e) Courses of study: The courses in extension classes for those engaged in domestic employments will consist of parts of such courses in home economics and closely related subjects as are given in the day schools.

(f) Groups of individuals who seem to have similar needs will be instructed together; the instruction will tend to be very practical and non-technical. The State Board of Education will require adequate organization and supervision of the work, preferably by a local director of home economics education or local vocational director.

(g) Same as V, b, 1, (h) — (page 25); but if some person of eminent ability in some particular line of domestic occupation is desired to teach certain particular classes for which she is especially fitted, the above qualifications are waived, but such a person would have to hold such a certificate as described in IV, c, (h), (2) — (page 12).

(h) Method of reimbursement:

(1) Possibly as high as 100 per cent of the salaries of qualified teachers in such schools which are newly established may be paid by the State Board of Education, 50 per cent of this coming from federal funds and 50 per cent from the state funds appropriated to match them.

(2) The reimbursement for schools not newly established will not be over 80 per cent (40 per cent from federal funds) of the salaries of the teachers.

(3) Payment will be in the form of reimbursement for expenditures already incurred to such schools as have been approved by the State Board of Education under the plans approved by the Federal Board for Vocational Education.

3. Evening schools and classes. The following requirements apply to such schools and classes:

(a) Pupils to be over 16 years of age.

(b) Instruction to be supplementary to the day employment. Part of the day employment of every woman will, however, be assumed to be the work of the home.

(c) Plant and equipment: The minimum will be the same as for day home economics schools.

(d) Minimum for maintenance: The local school authorities are to keep the equipment efficient for the particular work to be done, they are to provide the upkeep of all buildings used and the materials required in the work and such part of the salaries of the teachers as is provided in the plan for reimbursement.

(e) Courses of study: These will be for the most part composed of short unit courses, each requiring from three to twelve or fifteen evenings for its completion. Examples of such are: In cooking — cake making, use of left over portions, breakfasts, school lunches, marketing; in sewing — cutting from patterns, school dresses, patching, pants-making, knitting; in general household work — serving, ironing, dry cleaning, cleaning the house.

(f) Methods of instruction: The instruction is to take workers in the stage of preparation in which they are found and instruct them in matters supplementary to their experience in their callings. This involves the problem of finding a teacher for a group rather than a group for a teacher. It also involves the problem of constructing short units into a curriculum rather than placing classes in a ready-made curriculum. The State Board of Education will require adequate supervision of the work, preferably by a local vocational director.

(g) Qualifications of teachers: Same as V, b, 2, (g), (page 27).

(h) Method of reimbursement:

(i) Possibly as high as 100 per cent of the the salaries of qualified teachers in such schools which are newly established may be paid by the State Board of Education, 50 per cent of this coming from federal

funds and 50 per cent from the state funds appropriated to match them.

(2) The reimbursement for schools not newly established will not be over 80 per cent (40 per cent from federal funds) of the salaries of the teachers.

(3) Payment will be in the form of reimbursement for expenditures already incurred to such schools as have been approved by the State Board of Education under the plans approved by the Federal Board for Vocational Education.

c. Plans for training teachers:

1. The training of teachers will be under the supervision of the State Board of Education.

2. The State Board of Education will utilize for this purpose those state-supported institutions for higher education which introduce a satisfactory curriculum and secure the equipment and teaching force necessary to teach it properly, and which in the judgment of the State Board of Education can best promote the teacher-training of home economics teachers.

3. Graduation from a first-grade (four-year) high school or the equivalent will be required for entrance.

4. Course of Study: A curriculum to be rated as satisfactory will consist of 40 per cent practical subjects, 27 per cent technical subjects, 17 per cent pedagogical subjects, 20 per cent academic subjects.

5. From 120 to 130 semester hours of credit are required for graduation from these curriculums. Practical work to the extent of two years will be required of those who qualify as vocational teachers by completion of such courses. This will include a period of practical work involving a large measure of responsibility conducted under supervision competent both practically and technically.

6. Graduates of these curriculums are granted state special four-year provisional certificates in vocational home economics. After 24 months of successful experience in teaching on such certificates life certificates are granted.

VI. To avoid possible misunderstandings the Ohio State Board of Education agrees

a. To accept the provisions of Memos B, C, and D issued by the Federal Board for Vocational Education in all cases in which their acceptance is not already specifically indicated by the above provisions of the plans.

b. To furnish to the Federal Board for Vocational Education any explanations of the above plans and any information relating thereto and any other explanations or information in regard to matters under their jurisdiction, upon the request of the Federal Board.

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